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ABSTRACT

In order to facilitate planning within the Division of Counseling and other areas of the Forest Park Campus of St. Louis Community College, surveys were conducted in 1981 and 1982 to determine students' career, academic, and personal needs. The survey instrument was administered during freshman orientation to 980 students in 1981 and to 844 students in 1982. The surveys revealed that: (1) an average of 62.6% of the 1981 group and 63.4% of the 1982 group indicated that they had moderate to major needs in the areas of career exploration, job search skills, and goal assessment; (2) an average of 50.9% of the 1981 freshmen and 51.2% of the 1982 freshmen expressed moderate to major academic needs, such as for assistance in selecting courses, in obtaining information on graduation and transfer, and for improving study habits and reading and English skills; and (3) while 68.7% of the 1981 group and 66.9% of the 1982 group indicated that they had no or minor personal needs, the areas in which students expressed most need related to understanding their feelings, developing confidence, stating their views, listening and responding to others, and becoming accepting and trusting of others. The study report includes tables showing percentage responses to each survey item for both years. (DAB)

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STUDENT NEEDS ASSESSMENT

1981 AND 1982

St. Louis Community College
at Forest Park
Division of Counseling

PREPARED BY:

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Spring 1983

JC 830 167

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COMMENTS

Meeting the needs of Forest Park's diverse student population is the raison d être of Division of Counseling staff. Undoubtedly, the "bottom-line" of any counseling program is to meet student needs in the most cost-effective manner possible. Student needs assessment data should play a major role in the formulation of programs, activities and services to meet the advising, counseling and job placement needs of students. The research report, Student Needs Assessment: 1981 and 1982 prepared by Raymond Hauver, provides information which should facilitate planning efforts within the Division of Counseling and other areas of the Forest Park Campus.

This research report would not have been possible without the involvement of many individuals. A special note of thanks is extended to our counselors for administering the needs assessment, and to members of the English department for permitting counselors to conduct orientation/needs assessment sessions in their English classes.

We welcome your comments and suggestions.

E. Daniel Kapraun

E. Daniel Kapraun
Director of Counseling

OVERVIEW

A student needs assessment survey was administered by the Forest Park Counseling Division in cooperation with the English Department during the fall semesters 1981 and 1982 to freshman students enrolled in entry-level English courses at St. Louis Community College at Forest Park. The general purpose of the survey was to determine student needs in three areas. The areas were career needs, academic needs, and personal needs. The survey was administered at the end of orientation sessions. The survey form was adapted from a 1979 Meramec needs assessment survey.

STATISTICAL DATA

The data was compiled using the TRS-80 Microcomputer housed in the Counseling Center (F-217). Results were tabulated by response frequency distributions expressed in percentages. The population for the assessment during fall 1981 was 980 students. The population for fall 1982 was 844 students. The percentage totals may vary due to computer rounding off of calculations to 100 $\pm$ 1. The response frequency distributions for the student needs assessment administered during fall 1981 and 1982 orientations are included as Appendices A and B. They show the itemized response scores for each survey question. The analysis will be confined to the total distribution of the three major areas referred to previously.

ANALYSIS

In order to present the results for a relatively simple comparison of student responses for 1981 and 1982, the responses for career needs, academic needs, and personal needs have been grouped for each year in graphic form indicating the specific area and year of data.

Figure 1, Career Needs 1981, indicates that 62.6% of the students answering the survey expressed a moderate to major need for career exploration, job search skills, and goal assessment.

Figure 2, Academic Needs 1981, indicates that 50.9% of those responding to the survey felt a moderate to major need in the areas of academic achievement, selection of courses, graduation requirements, effective study habits, reading, and transfer information.

Figure 3, Personal Needs 1981, indicates that 68.7% did not have a need or had a minor need for personal development. The highest areas of need were understanding feelings, developing confidence, stating views, listening and responding to others, and becoming accepting and trusting of others.

Figure 4, Career Needs 1982, indicates that 63.4% of the students answering the survey expressed a moderate to major need for career exploration, job search skills, and goal assessment.

Figure 5, Academic Needs 1982, indicates that 51.2% of those responding to the survey indicated a moderate to major need in the areas of academic achievement, selection of courses, graduation requirements, effective study habits, reading, and transfer information.

Figure 6, Personal Needs 1982, indicates that 66.9% of the students answering the survey did not have a need or had a minor need for personal development. The highest areas of need were developing confidence, understanding feelings, stating one's views, listening and responding to others, and becoming accepting and trusting of others.

SUMMARY

A comparison of responses to the survey administered in fall 1981 with the responses to the survey administered in fall 1982 indicates a remarkable similarity in all three areas.

Figure 1 responses for major needs in career areas is 32.3%. Figure 4 responses for major needs in career areas is 34.1%. The results, graphically portrayed, indicate that this is an area that students believe is important. The results also document the importance of career needs in the counseling of students, particularly so when moderate need responses of 30.3% and 29.3%, respectively, are also taken into consideration.

Figure 2 responses for major needs in academic areas is 24.5%. Figure 5 responses for major needs in academic areas is 25.4%. Moderate need responses were 26.0% and 25.8% respectively.

Figure 3 responses for major needs was 10.3% in the personal area. Figure 6 responses for major needs was 10.5%.

Figure 7, Comparative Data 1981 and 1982, represents data presented in Figures 1 through 6 in a different format.

The results of this study should be helpful to the Division of Counseling and other subunits of the Forest Park Campus in planning services to meet student needs.

LIMITATIONS OF STUDY

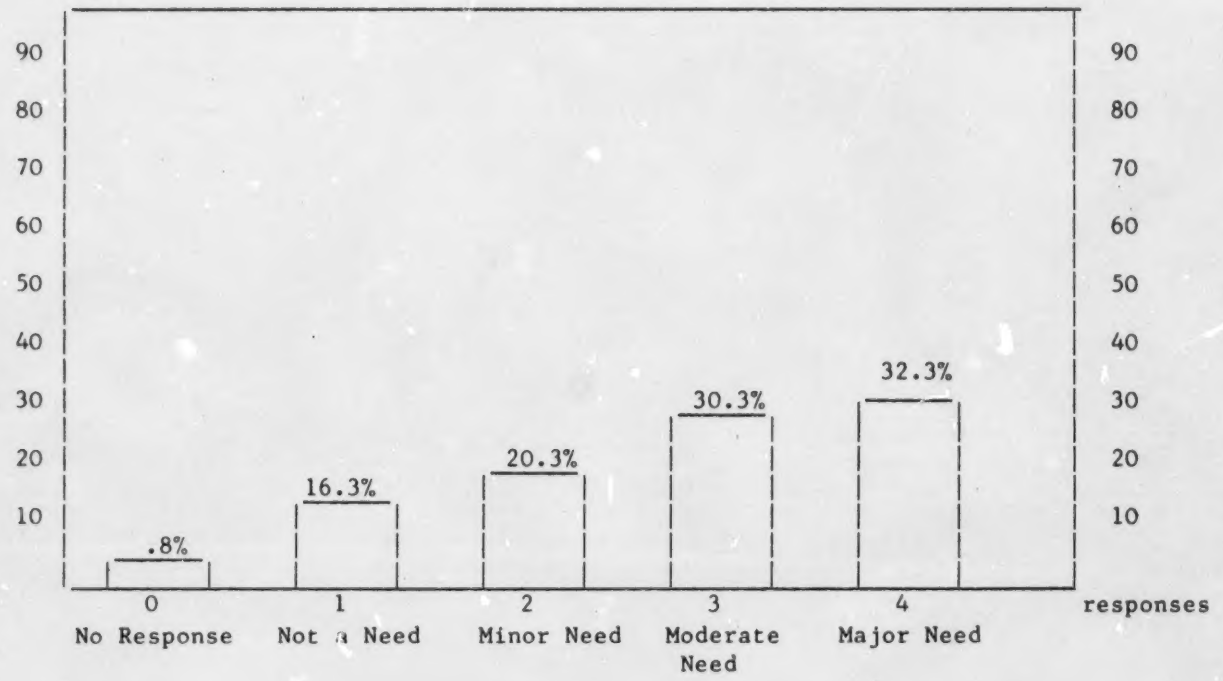
Limitations of this study include:

1. The population surveyed is not necessarily a representative sample of freshmen at Forest Park. The survey was administered only to those students in entry-level English courses.
2. Two questions (#20 and #35) were skewed to "no response" because of the survey format.

These limitations should be addressed relative to future uses of the needs assessment survey. Despite these limitations, the results should prove valuable in future planning efforts.

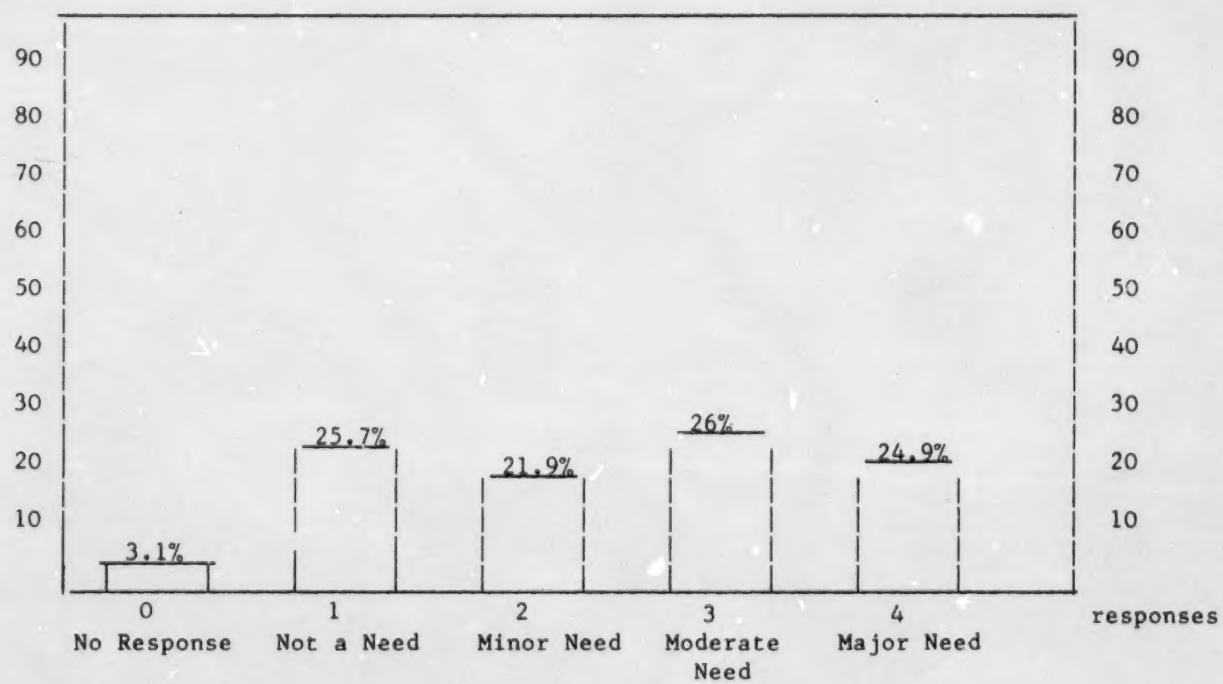
CAREER, ACADEMIC, PERSONAL NEEDS 1981

FIGURE 1



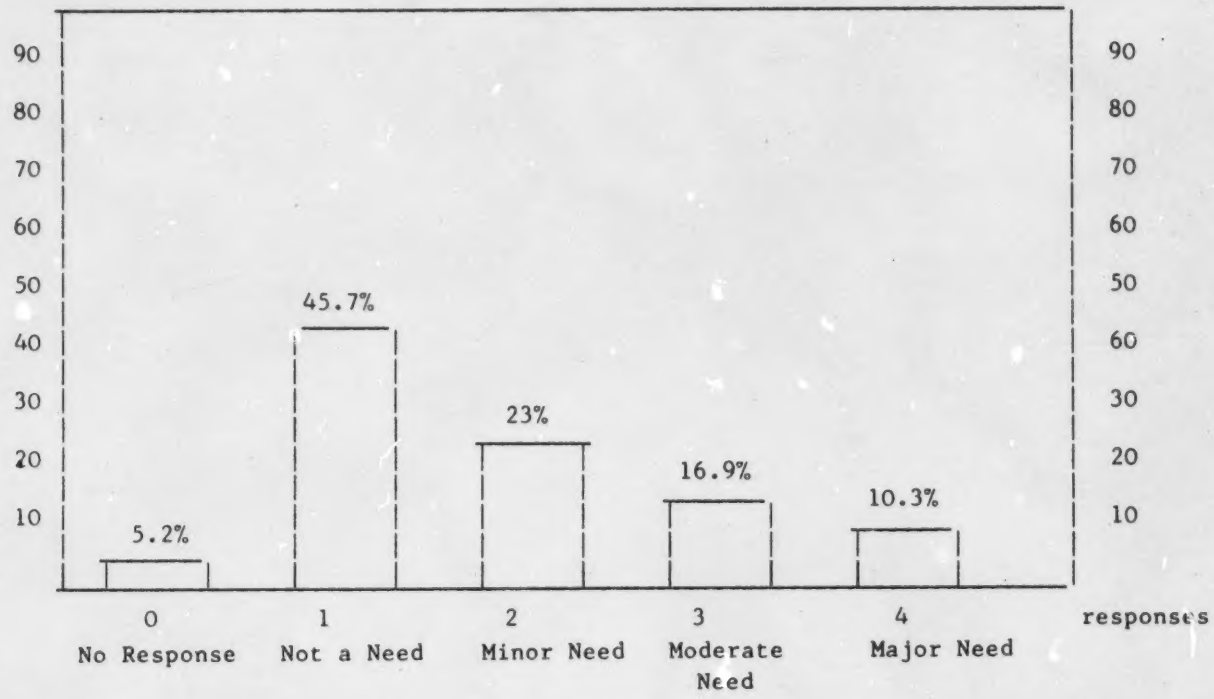
I. CAREER NEEDS 1981

FIGURE 2



II. ACADEMIC NEEDS 1981

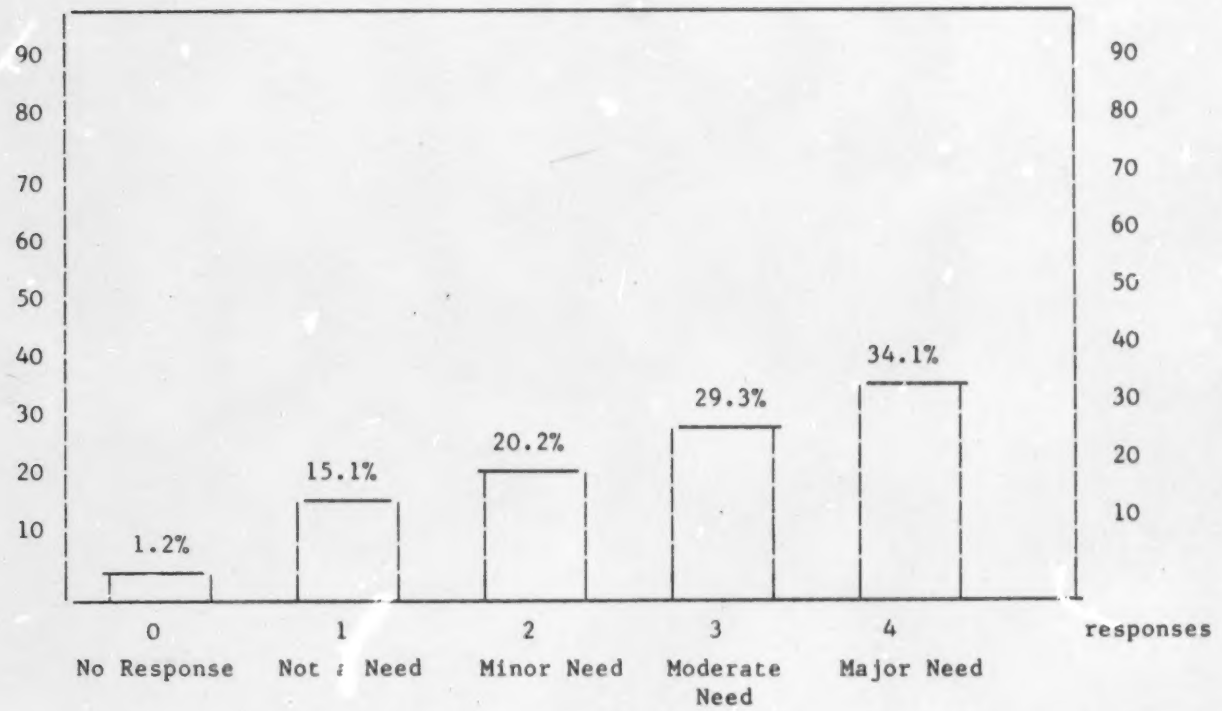
FIGURE 3



III. PERSONAL NEEDS 1981

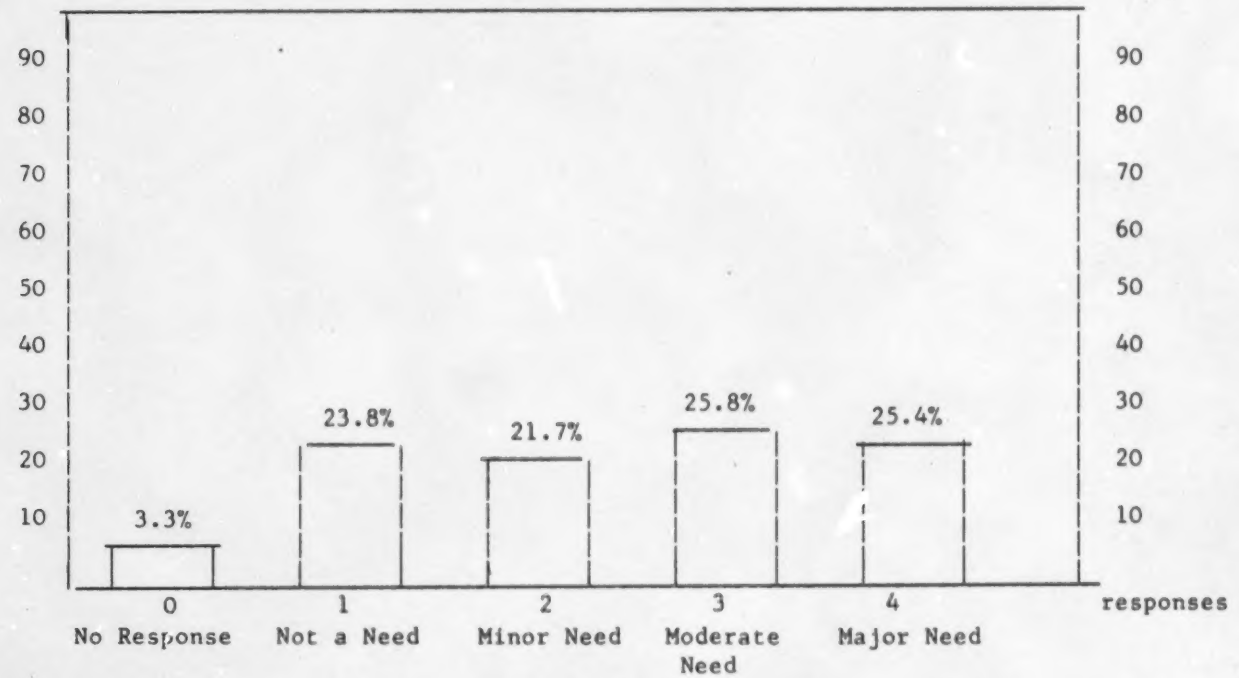
CAREER, ACADEMIC, PERSONAL NEEDS 1982

FIGURE 4



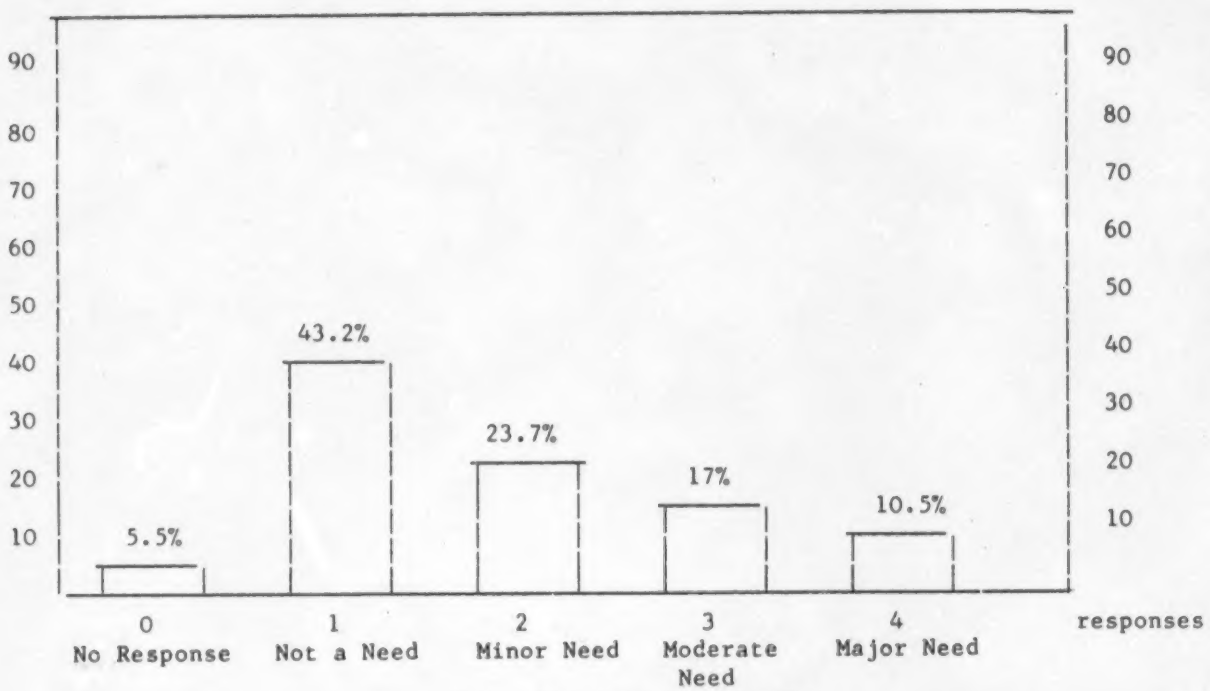
I. CAREER NEEDS 1982

FIGURE 5



II. ACADEMIC NEEDS 1982

FIGURE 6



III. PERSONAL NEEDS 1982

FIGURE 7

ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK
COMPARATIVE DATA 1981-1982
STUDENT NEEDS ASSESSMENT

	1981	1982
I. Career Needs		
0 No Response	.8%	1.2%
1 Not a Need	16.3%	15.1%
2 Minor Need	20.3%	20.2%
3 Moderate Need	30.3%	29.3%
4 Major Need	32.3%	34.1%
II. Academic Needs		
0 No Response	3.1%	3.3%
1 Not a Need	25.7%	23.8%
2 Minor Need	21.9%	21.7%
3 Moderate Need	26.0%	25.8%
4 Major Need	24.9%	25.4%
III. Personal Needs		
0 No Response	5.2%	5.5%
1 Not a Need	45.7%	43.2%
2 Minor Need	23.0%	23.7%
3 Moderate Need	16.9%	17.0%
4 Major Need	10.3%	10.5%

APPENDIX A

STUDENT NEEDS ASSESSMENT

FALL 1981

Conducted during Freshman Orientation

All Responses are Percentages, N= 980

	No Response	Not a Need	Minor Need	Moderate Need	Major Need
I. CAREER NEEDS					
1. To know more about my abilities and interests.	0.4	15.8	23.7	31.0	29.1
2. To know more about my strengths and weaknesses.	0.7	12.5	23.0	35.1	28.7
3. To know how to assess and evaluate my goals.	1.3	10.6	19.8	34.3	34.0
4. To know how the courses I am taking relate to my career plans.	0.3	18.8	19.3	22.6	39.0
5. To know more about possible careers and the world of work.	0.7	18.0	21.2	31.9	28.2
6. To do an in-depth exploration of jobs/careers which relate to my interests and abilities.	0.4	14.5	19.6	31.9	33.6
7. To talk to a counselor or placement specialist about career plans.	0.9	16.1	17.9	30.4	34.7
8. To develop effective job-hunting skills.	1.4	18.9	22.8	29.7	27.2
9. To know what jobs relate to my curriculum.	0.9	21.7	15.7	25.4	36.3
II. ACADEMIC NEEDS					
10. To better understand instructors.	0.5	23.3	31.0	27.3	17.9
11. To understand what I can realistically achieve.	0.7	14.8	25.6	33.1	25.8
12. To receive more help in selecting courses.	0.9	17.7	24.2	31.8	25.4
13. To know more about graduation requirements.	0.9	18.2	20.5	26.7	33.7
14. To know more about schools to which I may transfer.	0.5	24.7	17.9	24.0	32.9
15. To know more about financial aid at Forest Park.	0.6	27.1	21.7	24.0	26.6
16. To know how to study more efficiently.	0.3	13.4	21.2	30.3	34.8
17. To increase my reading speed and comprehension level.	1.1	14.0	20.1	33.2	31.6
18. To be tutored in English.	1.9	38.7	28.7	21.6	9.1

	No Response	Not a Need	Minor Need	Moderate Need	Major Need
II. ACADEMIC NEEDS (cont'd.)					
19. To be tutored in mathematics.	2.7	32.3	20.4	22.7	21.9
20. To be tutored in other subjects.	23.5	39.6	10.2	11.7	15.0
III. PERSONAL NEEDS					
21. To understand, accept and like myself better.	0.8	51.2	23.8	14.4	9.8
22. To develop more confidence in myself.	1.4	29.8	25.9	24.8	18.1
23. To understand how my feelings affect my behavior.	1.8	35.1	27.7	22.5	12.9
24. To learn to tell others how I feel or state my own views.	1.2	34.1	20.7	26.1	17.9
25. To listen and respond better to others.	1.2	31.2	28.4	24.8	14.4
26. To become more accepting and trusting of others.	1.7	40.5	26.5	20.9	10.4
27. To have better relationships with teachers.	1.3	39.6	28.7	21.4	9.0
28. To know how to get along better with members of the opposite sex.	1.2	59.3	20.3	11.3	7.9
29. To develop more friendships with both sexes.	1.2	51.7	22.8	15.2	9.1
30. To understand my religious beliefs more clearly.	2.1	58.2	19.5	12.3	7.9
31. To understand more about sex and love.	1.3	60.6	20.4	10.1	7.6
32. To understand my values and use/abuse of drugs, including alcohol.	1.1	71.5	15.8	6.3	5.2
33. To become more tolerant of persons whose views differ from mine.	1.0	46.5	27.3	17.0	8.2
34. To learn how to make decisions.	0.9	40.2	25.2	21.1	12.6
35. To understand the changing roles and expectations of men and women.	60.9	17.0	12.0	6.2	3.9

APPENDIX B

STUDENT NEEDS ASSESSMENT

FALL 1982

Conducted during Freshman Orientation

All Responses are Percentages, N-844

	No Response	Not a Need	Minor Need	Moderate Need	Major Need
I. CAREER NEEDS					
1. To know more about my abilities and interests.	1.2	15.9	22.8	32.2	27.9
2. To know more about my strengths and weaknesses.	.4	13.3	23.9	29.9	32.5
3. To know how to assess and evaluate my goals.	1.2	11.7	20.1	33.6	33.4
4. To know how the courses I am taking relate to my career plans.	.7	18.6	18.4	25.4	36.9
5. To know more about possible careers and the world of work.	1.3	16.4	20.3	27.1	34.9
6. To do an in-depth exploration of jobs/careers which relate to my interests and abilities.	.9	13.5	18.9	30.3	36.4
7. To talk to a counselor or placement specialist about career plans.	1.7	15.0	18.3	27.4	37.6
8. To develop effective job-hunting skills.	1.8	14.4	21.8	30.6	31.4
9. To know what jobs relate to my curriculum.	1.4	17.5	17.4	27.4	36.3
II. ACADEMIC NEEDS					
10. To better understand instructors.	.8	23.3	30.9	27.2	17.8
11. To understand what I can realistically achieve.	.8	14.0	25.3	34.3	25.3
12. To receive more help in selecting courses.	1.4	20.2	22.0	30.9	25.5
13. To know more about graduation requirements.	1.3	15.0	20.4	29.0	34.3
14. To know more about schools to which I may transfer.	1.4	23.2	17.3	24.7	33.4
15. To know more about financial aid at Forest Park.	1.5	27.7	20.1	22.9	27.6
16. To know how to study more efficiently.	.3	12.3	21.4	29.6	36.4
17. To increase my reading speed and comprehension level.	.5	14.2	18.3	34.1	32.9
18. To be tutored in English.	1.5	37.4	31.1	20.3	9.7

	No Response	Not a Need	Minor Need	Moderate Need	Major Need
II. ACADEMIC NEEDS (cont'd.)					
19. To be tutored in mathematics.	3.2	32.4	20.4	21.5	22.5
20. To be tutored in other subjects.	23.4	41.9	11.4	9.8	13.5
III. PERSONAL NEEDS					
21. To understand, accept and like myself better.	.8	49.0	25.3	14.6	10.3
22. To develop more confidence in myself.	.4	33.4	23.9	24.0	18.3
23. To understand how my feelings affect my behavior.	.9	34.2	28.6	22.0	14.0
24. To learn to tell others how I feel or state my own views.	.5	33.6	23.5	22.9	19.5
25. To listen and respond better to others.	1.4	28.4	30.5	26.1	13.6
26. To become more accepting and trusting of others.	1.2	38.0	30.8	19.6	10.4
27. To have better relationships with teachers.	1.3	40.4	28.5	21.9	7.9
28. To know how to get along better with members of the opposite sex.	1.3	57.9	19.5	12.6	8.7
29. To develop more friendships with both sexes.	1.4	48.4	25.1	16.4	8.7
30. To understand my religious beliefs more clearly.	1.3	56.8	20.1	13.2	8.6
31. To understand more about sex and love.	1.4	59.2	20.6	10.6	8.2
32. To understand my values and use/abuse of drugs, including alcohol.	.5	70.9	16.9	7.4	4.3
33. To become more tolerant of persons whose views differ from mine.	.4	64.3	27.2	18.6	8.6
34. To learn how to make decisions.	.5	40.4	25.8	20.6	12.7
35. To understand the changing roles and expectations of men and women.	69.7	12.6	9.5	4.8	3.4

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